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Introduction

The 2014-15 academic year has seen the unfolding of new dimensions of campus internationalization that have further institutionalized global education and further underscored NAU’s status as a national leader in this field. We again distinguished ourselves on the national stage by being one of only 8 winners (out of a field of 116) to win a grant through the 100,000 Strong in the Americas Innovation Fund. The international house took up occupancy in the repurposed Campus Heights residence halls, hosting 200 beds with a healthy waiting list. We witnessed the ground breaking for the $6 million International Pavilion that will serve as the campus’ hub for cross-cultural programming and directly serve the adjacent international house. Dozens of faculty participated in international teaching and research activities and received support from the Center for International Education. Record numbers of international students elected to enroll at NAU while record numbers of NAU students chose to participate in education abroad programs. The Center for International is the most comprehensive and the most effective that it has ever been and has set the campus on a path that could fundamentally shape its future as it inscribes a global character in the academic experiences of both students and faculty.

Global Learning

Department / Faculty Awards for Global Learning
The President’s Annual Award Ceremony recognized three faculty members with the Provost Award for Excellence in Global Learning, acknowledging the global experiences they afford students. Recipients of this award include Sanjam Ahluwalia from the Department of History, Jeffrey Berglund from the Department of English, and Eck Doerry from the Department of Computer Science. A similar award is given to one academic department for outstanding leadership in the area of global learning. The Provost Award for Department Excellence in Global Learning was given to the Department of Global Languages and Cultures.

Global Learning Research Scholarship
The Global Learning Research Scholarship (GLRS) celebrated its fourth anniversary this year. The GLRS is intended to support globally engaging undergraduate research. The award requires that students conduct research that engages with at least two of the three themes of global learning (diversity, sustainability, and global engagement), one of which must be global engagement. Scholarships of up to $1,000 are awarded, and students present their findings at the annual CIE sponsored Global Learning Symposium. Our summer 2015 award recipients, Annie Dyer and Amy Swartz, will
conduct their research this summer. Their projects, titled “The Influence of Hands-on Engagement on Conservation Efforts” and “Alternative to Animal Testing: Identification and Classification of Neurotoxic Chemicals” will be presented spring 2016 during International Week at the Global Learning Symposium.

Short-term Educational Programming at NAU
The Center for International Education hosts international students and scholars at NAU for study for short periods of time ranging from one week to one month. Each program is unique and tailored to the needs and interests of the visiting group. CIE hosted the following short-term program during the 2014-2015 Academic Year:

- **Korean National University of Education** – Primary and Secondary Education Program
  KNUE sent 10 undergraduate students and 1 graduate student to NAU in February 2015 to develop students’ understanding of primary and secondary education policy and pedagogy. The KNUE group took courses with NAU faculty and spent a significant amount of time in classrooms at Coconino High School and DeMiguel Elementary School. The group also had the opportunity to explore the desert southwest on the weekends through trips to Sedona and the Grand Canyon. KNUE was very happy with the program and the students were exposed to a vastly different system of pedagogical and administrative practices.

- **Beijing International Studies University** – Linguistics, American History and Culture
  In summer 2014 BISU sent 18 students and one professor to NAU for two and a half weeks. The group focused on linguistics courses taught by Dr. Bill Crawford and Dr. Luke Plonsky. In addition to these courses the group wanted to learn about U.S. history and culture, as well as the desert southwest. Courses were provided on American history, music, art, culture and the U.S. educational system. The group visited local attractions such as the Grand Canyon, Wupatki National Monument, and Walnut Canyon among others.

Global Learning Symposium
This year’s Global Learning Symposium provided a forum for undergraduate students to present their research. A total of 6 undergraduate students presented research from a variety of majors including Biomedical Sciences, Business Management, Electrical Engineering, Health Science, Computer Science and Mechanical Engineering.

Interdisciplinary Global Programs
Interdisciplinary Global Programs (IGP) were established in 2014, including the existing Global Science and Engineering Program (GSEP) and the newly developed Global Business Program (GBP). As with science and engineering, business is also a natural fit for an intensive, international, language immersion program. IGP programs are 5-
year, double major programs in which students spend a full year abroad in their fourth year, immersed in the language and culture of their language major.

**IGP Program Statistics**

**GSEP student enrollment**
GSEP completed its 4th year. The program has seen tremendous growth since its launch in 2011, with an increase in enrollment of at least 50% each year (see Graph 1). We currently have a total of 120 students in GSEP over five cohorts. The four students in our Year 1 cohort, who spent the 2013-2014 academic year abroad, graduated in spring 2015. In the fall, our second cohort of 10 students will be returning to NAU to complete the requirements for their degrees and graduate in spring 2016. This year, we prepared our third cohort of 19 students to go abroad for the 2015 – 2016 academic year.

**GBP student enrollment**
GBP completed its first year. GBP was launched in November 2014 with a marketing campaign and information session series with the help of the Franke College of Business (FCB) Dean Van Slyke and GBP faculty coordinator Steve Wright, also the Associate Dean of FCB. We began receiving applications for GBP in November 2014. We currently have 12 students in the program (see Graph 2). Four students entered GBP as sophomores and will go abroad in the 2016-2017 academic year, which is their fourth year. These four students will be the first GBP cohort. The second GBP cohort consists of eight students who entered the program as freshman. Their year abroad will be the 2017 – 2018 academic year.
IGP student majors
All IGP students are double majors. GSEP students’ first major is from the College of Engineering, Forestry and Natural Sciences (CEFNS). GBP students’ first major is from the Franke College of Business (FCB). Both GSEP and GBP students have a second major from the College of Arts and Letters (CAL). Students studying Spanish, French, or German will receive a BA in Modern Languages, emphasis Interdisciplinary Global Programs. Students studying Chinese and Japanese will receive a BA in Comparative Cultural Studies, emphasis Asian Studies.

Graph 3 – GSEP student CEFNS major breakdown
Biology (34%), Mechanical Engineering (21%), Computer Science (10%) are the most popular majors of GSEP students (see Graph 3) though we have representation in all 13 CEFNS majors. Physics, Environmental Engineering, Civil Engineering, and Environmental Science all have 7% of the total percentage of GSEP students. The least represented majors are Mathematics and Construction Management with 2 students each. This is the first year that we received applications from students in Construction Management.

Graph 4 – GBP student FCB major breakdown
All GBP students are double majors. Their first major is from the Franke College of Business (FCB). Business management (33%) and Marketing (30%) are the most popular majors within the first two student cohorts (see Graph 4). We do not have representation from Computer Information Systems and Hotel and Restaurant Management, though we have one student from the International Hotel Management (IHM) program.

Almost half of GSEP students are studying Spanish (49%). German and French are popular choices (both 16%), followed by Japanese (14%) and Chinese (5%) (see Graph 5).

The GBP breakdown of language majors is almost half Spanish (46%), followed by Japanese (23%), Chinese (17%), German and French (both 7%) (see Graph 6). The GBP proportion of students majoring in Comparative Cultural Studies (40% total including both Japanese and Chinese) is much higher than the GSEP proportion of CCS majors (24% total).

**IGP Student Professional Development**
IGP students participate in monthly program events during the course of the year while on NAU campus in an effort to build a vibrant community of students that can serve as a support along the path of two intense integrated academic programs. Mandatory events include GSEP program meeting updates, professional development workshops (such as professional communication in host countries, international STEM career panels, intercultural communication, and strengths based leadership). Optional events include...
hikes to Sedona or the lava tubes outside of Flagstaff. All IGP events are offered in collaboration with the International House on campus; international students are invited to attend, especially those from IGP partner institutions. A buddy program was established this year with incoming exchange students from IGP partner institutions where they are matched with on-campus IGP students during the international students’ time in Flagstaff.

**IGP Awards**

IGP was awarded a grant through the 100,000 Strong in the Americas Innovation Fund to support an international field trip exchange in Arizona and Northern Argentina in partnership with the University of Tucumán (UNT). Two 2-week field courses will be offered - one in October 2015 in Arizona and one in May 2016 in northern Argentina. Eight students total (four GSEP students from NAU and four students from UNT) will participate. The field courses will highlight the unique natural resources of each region and highlight how we can sustainability power our nations into the future. The project will kick off a bilateral exchange between the universities, NAU’s first exchange partner in Argentina, and field course students will be the first to participate in the exchange the following year.

**Courses**

IGP developed two courses this year – CENS 499 – Independent Fieldwork and BIO 399 – Patagonian Research Studies.

CENS 499 is a three credit online course offered the first semester of IGP students’ year abroad, during their study semester at a partner institution. CENS 499 enabled the program to offer credit for the work students do during the fall semester to maintain communication with IGP staff and students in Flagstaff (structured forum discussions, blog posts), establish their internship for the spring semester (submit signed agreements), contribute to a video contest, and continue their language checkpoints with CAL advisors. The ten students abroad during the 2014 – 2015 academic year participated in CENS 499.

BIO 399 is one credit in person course, offered to help students participating in the Patagonia Research Experiences in Sustainability Science (PRESS) program, a grant funded GSEP project through the National Science Foundation (NSF) International Research Experiences for Students (IRES) directorate. The five students participating in PRESS research during the spring internship semester took this course as a method of helping them prepare for their research projects with their mentors.
IGP Technology Development

IGP developed two online platforms this year to streamline the process of communicating with students, collecting student deliverables in an organized manner, and archiving the five language checkpoints that students have with their CAL advisors. The platforms are called GroupWrangler and Checkpoint Manager. The main functions of each platform are below.

GroupWrangler (GW)
- Organizes students into groups by (1) CEFNS or FCB major (2) language major and (3) cohort abroad.
- Program staff can easily send tailored communication through GW to specific groups and/or to the entire IGP group as a whole, which saves time in finding groups via sorting the main spreadsheet.
- Meeting attendance is tracked through a student ID card swipe system, which saves hours of time from entering attendance manually.
- Students submit blog post and forum discussion assignments on GW, which then naturally reside on their portfolio, but also within the three groups to which they belong. Students studying French, for example, can visit the French group and hone in on the IGP student correspondence that is most pertinent to them.
- Students upload their assignment documents to their profile, such as their internship agreements. Staff are notified when assignments are completed and can easily track students’ progress.
- Students upload 5 minute videos prepared in their language of study for a video contest.

Checkpoint Manager (CPM)
- Provides a platform for language advisors to monitor student progress in their language and make recommendations to ensure student success for the year abroad.
- An online form provides the structure for faculty advisors to assess students in the areas of speaking, writing, listening, and comprehension.
- Faculty advisors can rate students in either ACTFUL (American) or the Common European Framework, based on their preferred scale of choice.
- Faculty submit five language assessment “checkpoints” before, during, and after the year abroad to ensure students have reached at least a B1 level proficiency (according to the European framework).
- IGP staff receive notification when checkpoints are entered, enabling staff to follow the language progress of IGP students and make recommendations for language improvement programs when necessary.
The NAU International House is a community for domestic and international students, and focuses on global issues and international understanding. The International House celebrated its third year by moving from Aspen Crossing Learning Community to its new home in the Campus Heights Apartments. This allowed the community to grow from 120 beds to 195 beds for students. This past year saw 269 students call the International House their home. Out of that group, 84 students were American and 185 students were international. Thirty countries were represented at the International House this year, with the largest international student populations coming from China, Brazil, and Australia. Of the 84 American students, nine were also members of the Global Science and Engineering Program (GSEP). The International House community has continued to grow in size since its inception.

The International House’s new events center, the International Pavilion, will open in August 2015. The International Pavilion will serve as a space for students of different countries and cultures to interact and gain a greater understanding of people outside of their own culture. This site for global learning will also provide a community space for international students on campus who currently do not have a space that is set aside for them.

The International Pavilion will feature an event space that can seat up to 300 people. The event space will also be able to be divided into smaller space for greater flexibility. The building’s lobby area will feature a study corner, art gallery, and game area. A coffee bar styled seating area on the second floor will overlook the lobby space and will be an excellent place for students to study or relax. The building will feature words that
are difficult to translate and have very specific meanings in their host language. It will serve as a useful device to stimulate conversation that explores cultural meaning. These words will be in conspicuous places on the exterior of the building and in the hallway and will be a significant element of this new facility.

**Cultural Events & International Week**

Cultural events are the crux of the I-House experience. Students in the International House this year were able to experience 13 different student-led cultural celebrations. “Culture Nights” are events where students from a particular country lead a presentation about their country and culture, often including music, dance, and food. This year the International House hosted Culture Nights for Australia, Brazil, Britain, Spain, Korea, France, Germany, the Navajo Nation, Mexico, Myanmar, Japan, Botswana, and the USA.

In addition to the Culture Nights, I-House students were also able to participate in Language Lunches. These events are organized around a specific language, with native speakers and language students coming together for lunch to speak the language and get to know each other. This past year Language Lunches were held for Chinese and Spanish in association with the Global Science and Engineering Program.

International Week 2015 occurred in the third week of April and engaged members of the campus community, Flagstaff community, and students from local Flagstaff elementary schools. A variety of departments, organizations, and colleges helped to make this week-long celebration a success, including the College of Arts and Letters, Dining Services, The W. A. Franke College of Business, Unions and Student Activities, the Native American Cultural Center, Capoeira Amizade, and the Center for Indigenous Music and Culture.

This year’s International Week featured the annual Global Learning Symposium, International Festival, and International Idol. The Global Learning Symposium provided a forum for undergraduate students to present their research. Six undergraduate students presented research from a variety of majors including biomedical science, biology, business management, electrical and mechanical engineering, and computer science. The International Festival featured students from over 30 countries providing activities and information about their countries. Over 300 people attended the event, including many children from the Flagstaff elementary schools. International Idol is the annual talent show featuring students from around the world. This year’s International Idol featured 18 different performances, with over 400 people in attendance.
**Professional Events**

Students were able to learn about international issues in a professional context through multiple events. In the fall, the International House collaborated with the Global Science and Engineering Program to host three sessions on personality typologies and communication methods. In the spring, the International House promoted the Global Learning Symposium during NAU International Week to I-House residents.

**Campus and Community Events**

The International House promoted campus and community events that focused on international issues and cultures. The I-House promoted the concerts held by The Center for Indigenous Music and Culture. These events showcased indigenous music from around the world. I-House student staff took residents to an NAU football game, the Homecoming bonfire and carnival, the dive-in movie, the hypnotist, and a PRSIM drag show. The International House also promoted the International Film Series.

**Adventures in America**

This was the first year of implementing the Adventures in America series of events in the International House. This series focuses on trips and experiences for students that give an insight into American culture, history, and geography. This includes outdoor trips and other events. In the fall, I-House students took a 3-day trip down the San Juan River, led by staff from NAU Outdoor Adventures. While on the trip, they learned about the “Leave No Trace” practices in the outdoors. I-House students participated in other outdoor events that showcased the American southwest. I-House students were led on a hike in the Grand Canyon in the fall, and hiked in Sedona in the spring. Both hikes were organized in tandem with the Global Science and Engineering Program.

In addition to the outdoor events, the International House took a group of students to an Arizona Diamondbacks baseball game. For multiple international students, this was their first time experiencing baseball. In the spring, the I-House took students to the Arizona Renaissance Festival in the Phoenix area. At this event, students were able to witness what an Americanized view of international culture is.

**Education Abroad**

**Record Enrollments**

The number of NAU students participating in education abroad opportunities continues to grow. A total of 589 students engaged in education abroad between fall 2014 and
summer 2015, a 4% increase over the previous academic year. NAU’s education abroad enrollments have increased 94% since academic year 2008/09.

In particular, enrollments in NAU faculty-led programs have grown quickly. The number of programs run by faculty has more than doubled in three years from 11 programs in 2011 (enrolling 127 students) to 25 programs in 2014 (enrolling 277 students). The 277 students that enrolled in faculty-led programs in 2014 represent a 19% increase compared to the 232 students that participated in faculty-led programs in 2013.

NAU education abroad enrollments have grown at an average pace of 12% per year over the past six years, significantly exceeding the national annual growth rate of 3% over the same time period.
New Programs

Education abroad developed a variety of exciting new programs in academic year 2014/15. Exchange opportunities in the United Kingdom have been limited for years and EA continued to expand partnerships in that part of the world. In AY 14/15 new exchange agreements were signed with Plymouth University, Swansea University, the University of Sussex, and Regent’s University London. A new agreement was also established with Nelson Mandela Metropolitan University in South Africa. New exchange opportunities are currently being developed with the National University of Ireland – Maynooth (Ireland), Cardiff University (U.K.), the Universidad San Francisco de Quito (Ecuador), John Cabot University (Italy), the University of West of England (U.K.), Université Saint-Louis (Belgium), Universidad Pablo de Olavide (Spain), Thompsons Rivers University (Canada), and the University of Surrey (U.K.).

In addition to new exchange programs, some unique new faculty-led programs ran in academic year 2014/15. Jaime Awe, Assistant Professor of Anthropology, is taking his first group of NAU students to Belize to engage in archeological work in summer 2015. Dr. Awe was born and raised in Belize and has conducted archaeological research in the country for 30 years. He also served as the Director of the Belize Institute of Archaeology from 2003 to 2014. NAU students now have the opportunity work on archaeological sites throughout Belize with a particular focus on the large ancient Mayan cities of Cahal
Pech, Baking Pot, Lower Dover and Xunantunich. The NAU group will engage in extensive excavations of large palaces and temples, the mapping and testing of prehistoric features and settlements, and the analyses of diverse cultural remains.

Nationally renowned artist and NAU Honor’s Artist in Residence Bruce Aiken led a group of students to Cinque Terre and Siena, Italy in summer 2015 for a drawing and painting workshop. Mr. Aiken’s work has been shown and collected around the world in corporate and private collections, with special commissions from such prestigious clients as NASA and the White House, among others. NAU students spent two weeks with Mr. Aiken developing their drawing and painting abilities with projects focused on Siena’s renaissance architecture, picturesque countryside, and the dramatic coast line of Cinque Terre and its quaint fishing villages.

Student Evaluations
Education Abroad undertook a comprehensive assessment of student evaluations in AY 2014/15. This process produced interesting insights into the services provided by EA and our student population. A few particularly compelling points emerged from our data:

- 63% of EA students had never left the country before studying abroad.
- 95% of students would recommend their program to other students.
- In-person advising was a critical component to students’ interest in study abroad.
- For over half of our students - the availability of scholarships either had a “significant impact” on students’ ability to study abroad or they “couldn’t go without.”
- Students were, by far, most satisfied with their housing abroad when they lived with local families.
- 41% of students found coursework abroad “more challenging than expected.”

This data provided useful information to EA such as the importance of scholarship funding to our students, the need to prepare students for what is often their first trip out of the country, and the importance of committing resources to in-person one on one advising.

Scholarship Funding for Students
Scholarship funding continues to be critical to providing access to education abroad to NAU students. Over the past year an additional $8,700 was obtained from ASNAU to support the Global Opportunities scholarship. CIE also invested a significant amount of
funding into the new No Excuses Scholarship to support students in financial need. In AY 2014/15 NAU students received over six times the amount of Gilman money than NAU students received in 2009/2010. The Gilman is the premiere national scholarship for study abroad and is administered by the Institute of International Education for the U.S. State Department. Education Abroad hosts bi-annual workshops for students on how to submit a competitive application for the Gilman. International Internships & Research Coordinator Danielle Varnes serves on the Gilman scholarship committee and is therefore able to tell students exactly what the committee is looking for in awardees.

Scholarships are funded from four major sources:

- The Gilman Scholarship
- GO/CIE Funding – Mostly ASNAU money though supplemented with CIE funds
- No Excuses – CIE scholarship for students with high financial need
- USAC – Scholarships awarded with USAC funding provided to CIE. USAC is a NAU study abroad third-party provider.

![EA Scholarship Funding for NAU Students](image)

**International Admissions and Recruitment**

Highlighted activities for the International Admissions and Recruitment (IAR) unit are as follows:

- International enrollment and management efforts contributed to an institutional record enrollment of 1,246 international students (Fall 2014 census). A 15% percent increase from Fall 2013 census data.
• Recruited an institutional record number of 599 new, first-time enrolled international students for the 2014-2015 Academic Year. A 4.5% increase from the 2013-2014 Academic Year.

• During fall and spring semester, international admissions counselors/recruiters met with over 2,000 prospective international students through recruitment activities in nine countries (United Kingdom, Malaysia, Thailand, Vietnam, Myanmar, South Korea, Kuwait, Oman, and Brazil) and 3 States: Washington, California, Arizona, and Colorado.

• Conducted a total of 50 Virtual Information Sessions, for a total reach of 365 students, agents, partners, advisers. This included 18 Admitted Student Sessions; 10 Prospective/Recruitment Sessions; 10 Agent Workshops; 4 Exchange Partner Workshops; 3 Education USA Presentations; and 5 Partner School (ESL/CC) Sessions

• Signed a total of 35 new agents with the 20% commission rate this year, representing 13 countries. Seven of these agents also have global reach with offices around the world.

The unit is responsible for a variety of international student enrollment functions and includes the following core activities:

• New undergraduate international student enrollment management;
• Recruitment of international students to undergraduate programs and the Program in Intensive English;
• Communication management for students, secondary schools, post-secondary schools, ESL institutions domestically and abroad through in-person, virtual sessions and social media;
• Admissions review for degree-seeking and non-degree seeking students for the Flagstaff campus, Yuma campus and Extended Campuses;
• Initial immigration processing and document issuance for undergraduate and graduate students;
• Transfer credit for all undergraduate international students;
• Transfer credit for all Education Abroad non-direct credit programs;
• Prospective international student and applicant management;
• Data maintenance and data integrity for PeopleSoft and initial Sunapsis records;
• Scholarship management and eligibility for new incoming international students;
• Initial immigration advising and student advising on academic and community programs and resources;
• Degree posting for dual degree program students;
• Alumni relations and outreach;
• New international student pre-arrival outreach;
- Fostering and developing international partnerships.

**Enrollment**
The efforts of IAR contributed to a record enrollment of international students in the fall 2014 semester with a total of 1,246 international students.

A total of 599 new undergraduate international students enrolled at Northern Arizona University during the 2014-2015 academic year; a 4.5% increase from the previous academic year. The chart that follows outlines the new undergraduate international student enrollment for the past 8 academic years.

**Recruitment and Partnerships**
The unit participated in a combination of domestic and international recruitment events and activities. Domestic markets continue to be a strong pathway with international students transferring from community colleges, intensive English programs and U.S. high schools and boarding schools. The growth in this arena is part of a strategic focus to cultivate relationships with institutions within and outside of the United States. New agreements focused on transfer pathways and opportunities to continue studies at NAU. The following agreements were facilitated by IAR:

- Centro Universitario do Sul de Minas (Brazil)
- Maui Preparatory Academy (USA)
- Selnate International School (USA)
- Snow College (USA)
- UNICENTRO Parana (Brazil)
- Universidad Federal de Minas Gerais (Brazil)
In-Person Recruitment
The recruitment of international students in our domestic markets continues to have a focus on Arizona and the West. In addition, there was close collaboration with non-profit organizations within the United States like the Institute of International Education whose relationship contributed to a total Brazilian population of 168 students for Fall 2014. This population of students is significant and contributed to Brazil as the fourth largest country of origin for international students at NAU (168 total). IAR efforts helped NAU to be one of the first institutions in the West to host students sponsored by the Brazilian Mobility program administered by the Institute of International Education.

During fall and spring semester, international admissions counselors/recruiters met with over 2,000 prospective international students through recruitment activities in nine countries (United Kingdom, Malaysia, Thailand, Vietnam, Myanmar, South Korea, Kuwait, Oman, and Brazil) and 3 States: Washington, California, Arizona, and Colorado. Efforts from the previous years contributed to an institutional record number of 599 new, first-time enrolled international students for the 2014-2016 Academic Year.

Agent Collaboration
International Admissions and Recruitment utilizes agents as part of a comprehensive recruitment plan. These relationships have resulted in a total of 92 applications during the 2014-2015 AY and 34 newly enrolled international students. The decline in agent numbers has contributed to a more competitive market of institutions working with agents in the USA. Advocacy efforts were initiated and approved by the President that will allow the unit to work more effectively with its agent partners.

Calling Campaigns
IAR continued to use calling campaigns as an effect recruitment activity. Twenty-one calling campaigns were made to groups including (a) calls to applications to focus on application completion; (b) admitted students to encourage attendance, and (c) matriculated students to discuss important next steps for arrival. Six calling campaigns involved 10 current international students who speak seven different languages and have six different countries of citizenship. International Admissions and Recruitment staff assisted with these calls as well as the remaining fifteen calling campaigns.

Virtual Information Sessions
The unit staff members are devoted to timely communication with students, families and partners via email, Skype, phone calling and IM/chat. An additional technological aspect of IAR includes the use of Virtual Information Sessions (VIS) which augments in-person recruitment activity. VIS involve the use of technology like Skype, Bblearn and AdobeConnect to virtually connect with students and partners to conduct NAU information sessions.

The unit conducted over 50 Virtual Information Sessions that reached more than 430 prospect, applicants, admitted/matriculated students, community college advisors, ESL
advisors, agents and EducationUSA Advisors. Below is a summary of virtual sessions for the 2014-2015 academic year:

- 10 Prospective Student Information Sessions
- 20 Admitted Student Information Sessions
  - Over 150 admitted or matriculated Exchange/ISEP or Undergraduate degree-seeking students
- 3 EducationUSA Information Sessions on topics from Admission & Scholarships to University Life in the U.S.
- 10 Agent Workshops
- 5 Partner Institution Sessions
- 4 Exchange Partner Workshops

**Processing**

The efficient and timely review of application material is an integral part and core value of the unit. The unit experiences increases in newly enrolled students as well as increases in all parts of its application processing. The summary chart that follows details the growth the unit experienced both in the volume of applications as well as offers of admission. Applications have increased 192% from 2007/2008 AY to 2014/2015 AY while offers of admission have increased 211% from 2007/2008 Academic Year to 2014/2015 Academic year.

![Applications and Offers of Admission Summary Chart](chart.png)

The unit also manages a general email account for student inquiries with the address of studynau@nau.edu. Through this account a total at least 18,500 email messages were sent for planned communication flows that included PeopleSoft communication and Hobson's communication. An additional, 7,900 unique emails were sent as direct responses and replies to prospective students and partners.
An additional component of processing is the posting of transfer credit. The unit posts transfer credit for all undergraduate international students (new and continuing) as well as for Education Abroad students participating in non-direct credit programs. It is estimated that during the 2014-2015 AY the unit posted a total of 7,686 transfer credit hours for approximately 173 students with the average time of 25 minutes to post each transcript (note: students may have multiple transcripts due to attendance at more than one university or college).

**Looking Forward**
The unit will work diligently to meet the Presidential goal of 2,000 international students by 2020. Advocacy was done to implement more effective relationships with agents and increased recruitment is planned in historically strong markets as well as new markets in Europe and South America for the 2015-2016 academic year. A new position was approved in June 2015 to assist with the processing of international admissions records and SEVIS documents and will help ensure for timely response and review of materials. The unit will hire for this position over the summer of 2015.

**International Student and Scholar Services**

Enrollment among international students continues to grow, having more than doubled in the past six years with an increase from 458 students in the fall of 2007 to 1246 students in fall 2014 (as reported in the IIE OpenDoors Report). The Center for International Education remains as committed as ever to serving as advocates for these students and to helping them realize their academic objectives.
These numbers are the official NAU Census numbers, not Open Doors which include NAU students on Optional Practical Training (OPT).

**International Student Profile**

The international student population can be divided into degree-seeking and non-degree seeking students. A majority of the international students are degree-seeking from China with 301 students from China attending NAU in fall 2014. Saudi Arabia is second among sending countries with 220 students from Saudi Arabia attending NAU in fall 2014. The number of students from Saudi Arabia has increased rapidly in recent years, as has the number of students from Kuwait, which is third among sending countries with 214 students. The majority of these students are sponsored by their home-country government with the growth in these sponsored students increasing from 47 in fall 2008 to 434 in fall 2014.
Most of our non-degree students are here on exchange programs, and typically spend no more than one to two semesters. During the 2013/014 academic year, NAU received over 200 exchange students from partner institutions. The majority of the exchange students in bilateral exchanges are from European countries with the largest numbers coming from Germany and France. For several years we have received non-degree, exchange-students through the Brazil Scientific Mobility Program (BSMP), and have seen a significant increase in their numbers in the past year. During the 2014/2015 academic year we received over 160 BSMP students.
Services and Programming for International Students and Scholars

To assist students with their academic and cultural adjustment, ISSS provides various types of support services. Arguably the most important service we must provide for international students is immigration advising to assist them to maintain immigration compliance. Many aspects of a student’s presence in the U.S. may have an immigration related function. Thus, keeping informed on procedures and up-to-date with the frequent changes is critical. To this end we liaise with the Department of Homeland Security and Department of State on various immigration matters.

ISSS support services also include an intensive weeklong orientation program for incoming students, advising on academic, immigration, cultural adjustment, financial and personal issues, and referral to services on and off campus. This orientation is continually evaluated and recent changes include expanded orientation programs for intensive English students. In 2014-2015, ISSS continued to develop and improve its online orientation class, implemented in 2013. A new module was added on using the university student information system, and the previous lineup of modules aimed at academic success, cultural adjustment, and immigration information continued. The online orientation is used as a ‘make-up’ orientation for late-arriving students, and is required for all incoming academic students.

ISSS offers workshops throughout campus on a series of topics important to international students, including work authorization applications and special registration procedures. ISSS Workshops have included a Brown Bag session during NAU International Week on employing international faculty and staff, which was well attended by over 35 chairs and various department administrators. ISSS staff also presented workshops for graduating students (F-1 and J-1 students) on U.S Employment Strategies after graduation.
We liaise with academic and administrative departments on behalf of the students. We continue to offer presentations for faculty and staff to increase cross-cultural understanding.

F-1 and J-1 status students have in some cases the opportunity to be employed after graduating, and ISSS facilitates and oversees this process. In 2014-15, approximately 80 students successfully applied for this work permission, after attending required workshops conducted by ISSS, and continue to be under ISSS oversight for immigration compliance while employed in the U.S.

In 2014-15 43 continuing F-1 international students received scholarships from ISSS to assist with their non-resident tuition costs. These students visited the Flagstaff public schools, participated in International Week events, led campus programming aimed at international awareness, and did community service hours as conditions of their awards, all managed by ISSS.

ISSS works with embassies, program sponsors, private companies and scholarships on behalf of the sponsored students, as well as the home institutions of the exchange students. ISSS also has given lectures and presentations throughout the country on topics related to international students & scholars. ISSS has been active in the field by presenting, joining committees or participating in international education conferences.

We coordinate the International Friends group to pair international students with domestic students, facilitate the Flagstaff Friendship Program to pair international students with families in the Flagstaff community and advise the International Club, an NAU student organization for both international and domestic students. Membership in IClub dipped slightly in 2014-15 with approximately 180 members.

The International Week events organized and hosted by ISSS were once again successful. The Parade of Nations had its greatest turnout yet, as approximately 80 international students joined to represent their countries. International Festival and International Idol again were the major events during the week, with over 300 attendees at the International Festival (including over 125 students from the Flagstaff public schools after-school program).
The 5th annual International Idol talent show featured 16 acts of international talent and was held in Dubois Ballroom to a large crowd of over 600, not including the performers. The show brought together all NAU students who had a unique internationally themed talent to display. This year’s show featured 3 “celebrity” judges, door prizes and many other surprises. The acts ranged from traditional Brazilian dancing to Korean beat boxing. This year’s event was featured in Northern Arizona University’s “The Lumberjack” and saw a great mix of student participation.

Scholars, Faculty and Staff Profile
Our services to visiting scholars and international faculty have been as important a feature of the work of ISSS as has been our activity with international students. Over the past academic year, we hosted approximately 100 International Faculty and Scholars, which was fairly evenly divided between Visiting Scholars, and those faculty and staff who were sponsored for both temporary and permanent work authorization.

During the past year we hosted over 80 J-1 scholars and currently have 45 J-1 scholars on campus. Of the employment based cases, we have had approvals for 15 H-1B, 10 TN, 15 employees seeking Permanent Residence. We currently have 8 H-1Bs and 7 Permanent Residence cases in progress.

Among the visiting scholars, CIE hosted 35 visiting faculty from China through partnership arrangements with several Chinese universities. To meet the academic needs of these faculty, CIE in conjunction with the NAU College of Education, has established a “Scholar Academy” to provide an introduction to the American style education system and curriculum. Scholar Academy sessions include guest speakers from NAU faculty and administrators, as well as from the local, Flagstaff community. The Academy also includes culturally and educationally oriented trips within the northern Arizona region, including visits to the Hopi and Navajo Reservations. On a visit to Gap elementary school on the Navajo Reservation, the Scholars celebrated Chinese New Year with the students by making dumplings, demonstrating crafts and playing games.
CIE 100: International Student Success
CIE 100 is a transition course for international students transferring to NAU from international colleges and universities. Started in spring 2013, this one unit course captures an under-served student population, and its purpose is to promote international student success. In this case, international student success includes understanding the expectations of the US classroom and culture, learning about academic integrity and the various forms of academic dishonesty, as well as an introduction to basic study skills. CIE staff work with partners across campus to deliver topical presentations and answer student generated questions while also providing cultural and academic support. Ninety-six students completed CIE 100 in the fall 2014-spring 2015 academic year.

Asian Academic Engagement

Overview
The academic year of 2014-2015 has seen the office for Asian Academic Engagement (AAE) meet some of its most crucial goals and continue to build on its past successes based on efforts that began over ten years ago. Over the past few years, we have established an office for Asian Engagement in Beijing, China, a cutting edge and highly successful 3+1 dual degree program with Chongqing University of Posts and Telecommunications and our ongoing partnerships with the China Center for International Educational Exchange, have allowed us to leverage these very important partnerships and investments to build even more robust programing and engage with our partners throughout Asia.

These new programs have included the establishment of provincially approved international class at multiple partner universities in China. We have endeavored and been successful at finding ways to better connect with prospective students through the marketing of NAU on social media and other sites more commonly used by students and faculty. All the while, AAE has continued to serve the university and meet our mission to develop greater numbers of academic partnerships throughout Asia. We have succeeded at leveraging the expertise of the AAE Beijing office to not only meet the needs of our alumni from Asia and those prospective students and faculty who wish to attend NAU but also as an office committed to ensure the logistics, safety and support of NAU students, faculty and staff involved in the growing number of regional programs.

In August 2015 we are scheduled to welcome our largest group of new incoming Chinese program students ever. They will join with our returning program students and together will represent nearly three hundred and fifty students. This not only represents
our largest single international student population on campus but also the largest number of Chinese students in NAU’s history.

**International Class**

This year we expanded the programing opportunities within the existing 1+2+1 dual degree program. Working in collaboration with the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange we established two pilot programs at partner universities in China. This International Class allows for students participating in the 1+2+1 dual degree program to earn local university credit for courses taught by NAU professors, during the students first year of college in China. This past year, both the dean and associate dean of the W.A. Franke College of Business and two of NAU’s distinguished professors, Dr. Pin Ng and Dr. David Weber, gave presentations to students in these classes. The first year of this program has been a resounding success as it has brought NAU closer to two of its university partners in China through faculty interactions and collaborative academic articulation planning. In addition, over thirty students from these two programs have applied and been admitted to NAU as degree seeking students for fall 2015.

**3+1 Dual Degree Program in Electrical Engineering**

As reported in the previous annual report, in July 2013, formal approval by the People’s Republic of China, Ministry of Education (MOE) was given to finalize development of a 3+1 dual-degree program in Electrical Engineering between Northern Arizona University and Chongqing University of Post and Telecommunication (CQUPT). This represents a new type of dual degree model and an increased commitment by NAU to provide instruction on the ground in China; something that NAU has not committed to prior to this arrangement. All program students are required to spend time on the NAU campus and the vast majority will choose to attend academic courses to obtain an NAU Electrical Engineering degree.

This year NAU’s first Electrical Engineering professor, Dr. Philip Mlsna, has completed his stint teaching at CQUPT and all Chinese students in the program have completed the first year of coursework. The next cohort is currently being recruited within China and will begin courses in September 2015. This will bring the total number of students in this program to approximately two hundred; about half of the four to five hundred students projected to be in the program by 2017.

**Beijing Office**

The office for Asian Academic Engagement in Beijing, China continues to serve as an important asset to NAU and engage in a variety of programs in Asia. The office continues to meet its mandate of relationship and program development with NAU’s new and existing partners in Asia. In addition, it is engaged in marketing, student recruitment and application processing, building meaningful alumni relationships and events planning as well as handling logistics for NAU students, faculty and delegation visits to China. The office plays a crucial role not only in ongoing projects but to
increase the reach and scope of NAU’s marketing and branding within select educational markets in Asia.

This year marked the establishment of a state-of-the-art mobile content platform which provides current academic program content and media to students and parents on their mobile devices. Allowing them to access Chinese language dual degree and non-dual degree program details, receive and search for university news, preview Chinese language videos highlighting NAU’s commitment to excellence, browse successful alumni information and in just one click, reach out via phone or text message to an NAU staff member working in the Beijing office. This has been part of a strategic plan to make NAU more easily accessible and our program information available to prospective Chinese students. In addition, this program allows us to update subscribers with news, general messages and reminders at strategic times throughout the academic year.

**Current and Historical Student Data**

*The Above Chart Shows the Total Number of Chinese Program Students at NAU from 2007-2015.*
The Above Chart Illustrates the Total Number of New Incoming Chinese Program Students. The Blue Line Represents the Number of Chinese Visiting Scholars Participating in the CIE sponsored Scholars Academy from Fall 2007 through Fall 2015.

**Operations**

The Operations unit in the Center for International Education is tasked with providing infrastructure and programmatic support to all its functional units and programs. This routinely involves assisting all units with finding administrative, logistic and technological solutions to support their initiatives and programs, but, more significantly, supporting the office environment and culture in a way that reflects departmental and institutional learning outcomes and organizational culture within both CIE and the university as a whole. As an administrative support function, the Operations unit strives to demonstrate how specific university priorities, primarily associated with sustainability, can be inserted and embodied in the administrative sector. Sustainability being both an institutional strategic priority and departmental commitment, the Operations unit continues to manage and provide support to in-house software packages that help advance the department toward a paperless culture.

Operations also oversaw an aggressive technology replacement program as these software packages are continually upgraded, requiring more powerful and advanced technological platforms. The unit is also working closely with the International House toward the completion of construction of its new LEED-certified programming facility. Operations also continues the sustainable landscaping project for the front of the Blome building, working with a local master gardener on design and install (currently slated for Spring 2016). In terms of global and community engagement, the Operations unit’s passport acceptance program has quadrupled in volume since its inception three years ago, from processing over 600 passports in the AY2013-2014 to almost 800 as of June 2015. The success of the program has meant that Operations has hired a dedicated
person to oversee it, in order to ensure Federal compliance as well as its high standard of customer service, and recently passed a State Dept. passport program audit with flying colors.

The Operations staff also continues to demonstrate a commitment to a culture of community engagement through active volunteerism in multiple sectors. Operations staff volunteer activity includes the NAU Green Fund, NAU Environmental Caucus, NAU Scholarship Review Committee, Sustainable Economic Development Initiative of Northern Arizona, Camp Soaring Eagle and Horses with Heart (with disabled and chronically ill children), NAU Affirmative Action, Flagstaff Unified School District, Flagstaff Hullabaloo, and AZ Dept of Transportation Adopt-A-Highway cleanup program. Operations also imparts this commitment to its student and temporary staff as part of their training on a routine basis, with demonstrable long-term effects. Past Operations student and temp staff can now be found working and/or volunteering in Teach America, Peace Corps, Environmental Policy development at the US Department of the Treasury, CAPS (teaching English abroad), and in sustainable international hospitality and tourism in across the globe. In general support, the Operations unit is continuing to manage the ongoing building remodel since CIE took full occupancy of the Blome building in 2012. This includes finding ways to best manage this historically designated space within the context of departmental needs.

To assist in ongoing departmental assessment, Operations staff has continued developing and providing reporting to meet custom data inquiry needs on departmental growth and program expansion for CIE and partner departments, while streamlined accounting and archiving procedures to meet growing volume and demand for data. This has involved working with multiple partner departments to align institutional processes with departmental needs (particularly in student record and financial management data). Operations staff have committed equally to sharing knowledge and expertise, with staff presenting at the NAFSA Region II conference and participating in a working panel at the International Association of Service Learning and Community Engagement conference. Operations staff routinely conduct regular community presentations on the importance of the diversity that CIE brings to the community at large through its international students and faculty and NAU students having studied abroad.

Objectives for the coming year include continuing the planning and staging, begun in 2014, of Flagstaff’s first international festival with community partners; a fundraising series highlighting various geographical regions of the globe; expanding CIE’s grant-funded programs and developing systems to support them; finalizing the reconfiguration of the building to best take advantage of the space for the department’s needs; increased staff presentation opportunities; and continuing to encourage staff volunteerism as well as provide expanded leadership training to student and temp Operations staff.
Looking Forward

After 8 years providing leadership for international education at Northern Arizona University, the Vice Provost for International Education will be leaving NAU. As these Annual Reports will attest, much has been accomplished during his tenure. Inspired by one of NAU’s strategic goal of global engagement, NAU has responded in such a profound and complete way that it can now rightly be characterized as a global campus. A broad cross-section of NAU students now have multiple, substantive and intentional encounters with global perspectives. Many more faculty now take advantage of international teaching and research opportunities and are committed to both teaching from global perspective and facilitating other kinds of global learning experiences for students. The university is now much more diverse as a result of a substantially larger international student population representing more than 70 countries. The international co-curriculum is now institutionalized in the form of the International House and the recently constructed International Pavilion.

While these are alone some of the ways in which the campus has been internationalized over the past few years, these achievements are not enough to guarantee such a commitment for the future. The burning question that now confronts NAU is whether it will remain committed to the ideals of internationalization and build on the accomplishments of the past 8 years. The following are the objectives that must be pursued in the short term in order to further institutionalize the global character of NAU:

* Consolidate the gains of the Global Learning Initiative, extending them to more disciplines and more students.
* Begin a robust assessment of global learning in the Liberal Studies Program, the disciplines and the co-curriculum.
* Introduce global engagement in Tenure and Promotion policies for faculty at NAU so that faculty can receive credit for such work.
* Find a visionary and energetic successor to the Vice Provost for International Education.
* Maintain strong administrative support for the Center for International Education.

Northern Arizona University has become a national leader in international education. This distinctive status cannot be squandered. Indeed, this is one of the ways in which NAU’s visibility and its ability to deliver the kind of education it promises is assured. Supporting and nurturing the advantages we have realized in international education will ensure that this aspect of the university continues to be a distinguishing feature of NAU.

Faculty Development

The Center for International Education is committed to ensure that NAU faculty are supported in their efforts to facilitate global learning opportunities for NAU students. The
CIE provides modest funding for international teaching and research experiences as well as to support events and programs on campus that improve cross-cultural understanding. The following are recipients of CIE funding over the past academic year.

**Academic Year 2014-2015**
- **Gretchen Gee** – Politics and International Affairs, support Model UN travel, *multiple destinations*
- **Karen Schairer** – Global Languages and Cultures, fund an intern to transcribe oral histories, *NAU*

**Fall 2014**
- **Arianne Burford** – Women’s and Gender Studies, conference– National Women’s Studies Association, *Puerto Rico*
- **Matthew Gage** – Chemistry and Biochemistry, annual meeting in field, *Ireland*
- **Michelle Harris** – Sociology and Social Work, participate in development of new class on indigenous identity with other faculty colleagues from NAU and colleagues from the University of Wollongong - *Australia*
- **Dr. Reinhold Renekamp** – Physics (University of Dresden), guest lecture on Analytic Electron Microscopy, *NAU*
- **Ryan Kashanipour** – History, The Southwest Seminar, *NAU*
- **Samantha Clifford** – Faculty Professional Development, paper presentation at conference, *Dublin, Ireland*
- **Craig Van Slyke** – Franke College of Business, partnership development trip, *China*
- **Emily Davalos** - Sustainable Communities, American Educational Studies Association conference – paper presentation, *Toronto, Canada*
- **Mariella Herold** – College of Education, research into immigration and socialization in bilingual schools, *Italy and Switzerland*
- **Kurt Lancaster** – School of Communication, paper presentation at conference, *Berlin, Germany*
- **Paul Wiener** – Hotel & Restaurant Management, guest lecture at partner institution, *Breda, Netherlands*
- **Danika Danker** – grad student in Sustainable Communities, American Education Studies Association conference – paper presentation, *Toronto, Canada*
- **Samantha Clifford** – Faculty Professional Development, paper presentation at NAFSA Regional Tucson, *Tucson, AZ*
- **Kevin Ordean** – School of Earth Sciences and Environmental Sustainability, presentation at AASHE, *Portland, OR*
- **Gerald Wood** – College of Education, support undergrad panel presenting at American Educational Studies Association conference, *Toronto, Canada*
- **Kimberly Curtis** – Sustainable Communities, meet with migrant farmerworkers, research farm operations, *Yuma, AZ*
• **Patricia Frederick** – Global Languages and Cultures, speaker support – Marjane Satrapi visit (Franco-Iranian filmmaker), *NAU*
• **Phil Mlsna** – Electrical Engineering/CEFNS, China lecturing program support, *China*
• **Bob Neustadt** – Global Languages and Cultures, lodging support to No More Deaths border trip, *AZ Border*
• **Erika Hess** – Global Languages and Cultures, Global Languages and Cultures Day support, *NAU*
• **Cedar Mitchell** – University College, research, *Madagascar*
• **Julie Moreau** – Women’s and Gender Studies, paper presentation – National Women’s Studies Association conference, *Puerto Rico*
• **Mark Beeman** – Ethnic Studies and Sociology, Asian Conference on Education
• **Ebony Allen** – guest lecturer from Australia (invited by F. Gooding), *USA*
• **Center for Indigenous Music and Culture** – Fara Tolno – global performing artists series, *NAU*
• **Octaviana Trujillo** – Applied Indigenous Studies, MHIRT program, *New Zealand*

**Spring 2015**

• **Michelle Harris** – Sociology and Social Work, paper presentation – Hawaii International Conference on Education, *Honolulu, HI*
• **Sheila Nair** – Politics and International Affairs, presentation – Global South Caucus of International Studies conference, *Singapore*
• **Nicole Price** – Global Languages and Cultures, paper presentation – MLA Convention, *Vancouver, Canada*
• **Alexandra Carpino** – Comparative Cultural Studies, host visiting scholar Geetesh Nirban, *NAU*
• **Juanita Heredia** – Global Languages and Cultures, International Association of Peruvianists conference, *Washington DC*
• **Bob Neustadt** – Global Languages and Cultures, student excursion to learn border issues, *US-Mexico Border*
• **Christine Lemley** – College of Education, One Drop of Love/Fanshen Cox Giovanni performance, *NAU*
• **Kim Curtis** – MA Sustainable Communities, class support, *Yuma, AZ*
• **Ed Hood** – Global Languages and Cultures, paper presentation – 5th Congreso Internacional de Literatura, *Arecibo, Puerto Rico*
• **Rosemary Papa** - College of Education, visiting presenter Anna Saiti of Harokopio University, *NAU*
• **Bjorn Krondorfer** – Comparative Cultural Studies, Academy of Political Education, Tutzing, Germany, *NAU*
• **Barbara Veltri** – College of Education, paper presentation at Education Diplomacy Showcase conference, *Washington DC*
• **Bob Neustadt** – Global Languages and Cultures, Ailyn Morera – Costa Rican playwright/storyteller, *NAU*
Christine Lemley – College of Education, film production support for K-12 student community sharing project, NAU
Kathleen Frank – Native American Cultural Center, NAU Pow Wow, NAU
Gerald Wood – Ethnic Studies, visiting presenter Samy Alim for Hip Hop Awareness Week, NAU
Chad Hamill – Applied Indigenous Studies, visit Tk’emlups tribal community, Kamloops, BC
Rebecca Gordon - English, Cuteness Symposium, NAU
NASS – Pow Wow Sponsorship, NAU
Jim Wilce - Anthropology, Association for Asian Studies annual meeting, Chicago, IL
Jim Wilce - Anthropology, Society for Psychological Anthropology biennial meeting, Boston, MA
Nick Koressel - Facilities, scout for faculty-led trip, Curitiba, Brazil
Abraham Henn – Facilities, scout for faculty-led trip, Curitiba, Brazil

Professional Development among CIE Staff

Linda Alvarado, Administrative Associate
Training
- eROA class (for roll-out of new online process), April 2015
- attended and presented at NAFSA Region II Conference in Tucson Oct 15 & 16, 2014
- passport refresher Oct. 28, 2015
Volunteerism
- Highway Clean-up Oct 11, 2014
- NAU scholarship review committee for Financial Aid May 2015

Sheila Anders, Director of Administrative Services
Training
- Participated in working panel at International Association of Service Learning and Community Engagement conference, New Orleans, Sept 2014
- Passport processing refresher October 2014
- Conducted faculty-led program financial management module Fall 2014 and Spring 2015
Volunteerism
- NAU Green Fund – voting administrative staff board member
- NAU Environmental Caucus Steering Committee member
- Sustainable Economic Development Initiative (SEDI) of Northern Arizona, Vice President for local economic development
• Dollars 4 Dreams Microloan program (SEDI program) – chairperson, microloan review and management committee
• Northern AZ GlobalFest, chair, planning and steering committees
• Flagstaff Hullabaloo Festival

Harvey Charles, Vice Provost for International Education
• “The Research University: Answering the Challenges of a Global Age.” Invited Speaker at the Internationalization Symposium at Cornell University.
• .“Exploring Intersections between Senior International Officers (SIOs) and Chief Diversity Officers (CDOs).” Roundtable participant at the 2014 Association of International Education Administrators Annual meeting, Washington, DC.
• “Globalization and the Transformation of the HBCU Brand.” Speaker at the AIEA Thematic Forum, Xavier University, New Orleans, LA.
• “Building a Global and Inclusive Campus Culture.” Panelist at the 2015 American Council on Education Meeting, Washington, DC.
• “A Little Goes a Long Way: Global Interdisciplinary Research and the Leadership that SIOs can Provide.” Chair and presenter at the 2015 Association of International Education Administrators Annual Meeting, Washington, DC.
• “Strategies for Moving SIOs to the Center of the Leadership Ecosystem.” Presenter at the 2015 Association of International Education Administrators Annual Meeting, Washington, DC.
• “Bridging the Internationalization Knowledge Gap of Senior College/University Administrators.” Roundtable Panelist at the 2015 Association of International Education Administrators Annual Meeting, Washington, DC.

• “The Global and Interdisciplinary Possibilities for Indigenous Education Scholarship and Pedagogy.” Chair and presenter at the 13th Annual Hawaii International Conference on Education.

• Sustaining Work as Institutional Priority.” Workshop facilitator at the AAC&U’s Global Learning in College: Cross-Cutting Capacities for 21st Century College Students Conference, Minneapolis, MN.

• “The Beauty and Necessity of Failure.” Co-Facilitator of the EAIE-AIEA Leadership Roundtable at the 2014 European Association of International Education Conference, Prague, Czech Republic.

• “Senior International Officer and Chief Diversity Officer Partnerships.” Invited Speaker on the 2014-2015 AIEA Webinar Series

Carolyn Christianer, Education Abroad Adviser
• Presentation – Mental Health Concerns when Studying Away, National Student Exchange Placement Conference, March 2015.
• Critical Languages Scholarship review committee member, U.S. Department of State, November 2015.

Nancy Currey, International Admissions Counselor
• Presentation – Understanding and Aiding Arab Students, NAU Program in Intensive English Teacher Training, August 2014 and January 2015
• Created and lead a strategic engagement plan for South Korea
• Acted as coordinator for international and admissions exchange partnerships
• Committee member – Center for International Education’s Orientation Committee, 2013-present
• Participant – Overseas Association for College Admission Counseling Conference, July 2014

Rebecca Deadmond, Education Abroad Adviser
• Training at national NAFSA conference, May 2014. Education Abroad Advising.
• Training at national NAFSA conference, May 2014. Addressing Student Mental Health in Education Abroad.

Eric Deschamps, Director of Education Abroad & Associate Director for the Center for International Education
• Presentation - Do What I Say Not What I Did, Terra Dotta Conference, April 15, 2015.
• Publication - Internationalization as Mergers and Acquisitions: Senior International Officers’ Entrepreneurial Strategies and Activities in Public
Jacob Eavis, Assistant Director for International Admissions & Recruitment
- Promoted to Assistant Director, International Admissions and Recruitment, January 2015 – present
- Graduated from Northern Arizona University with a Master’s of Art in Applied Sociology, Internship Manuscript: “Creating a Sense of Community for International Students: Program Evaluation of Center for International Education at Northern Arizona University”
- Participant – NAFSA Annual Conference, June 2015

Eck Doerry, Director of the Global Science and Engineering Program
- Workshop: Hosted, organized, and served as co-Chair: “Teaching German for STEM disciplines” (sponsored by Goethe Institute Chicago and CIE). Flagstaff, AZ. Sept. 19-22, 2013.
- Podium Presentation: “Preliminary results from the Workshop on Teaching German for STEM disciplines”. Invited podium presentation, 16th Annual Colloquium on International Engineering Education, Lexington, KY Nov. 7-9, 2013.

Kathy Fox, Office Automation Specialist
Training
- Attended Sunapsis E-Form Workshop and Conference
- Participated in CIE Dashboard Analytics input meetings for content and testing
- Attended NAU Employee Development Day
- Passport processing refresher October 2014
- Attended the SBS Living Compassion Conference

Mandy Hansen, Director of International Admissions and Recruitment and Associate Director for the Center for International Education
• Presentation - *Data-Driven Strategies for International Student Recruitment*, NAFSA Annual Conference, May 2015
• Plenary Speaker: *The Impact Brazilian Students are Making on Higher Education*, FAUBAI Annual Conference (Brazil), April 2015
• Presentation - *Best Practices: Science Mobility Students Case Study*, FAUBAI Annual Conference (Brazil), April 2015
• Presentation - *World Education Services Student Advisor: Study in the USA*, World Education Services Webinar, March 2015
• Presentation - *Contributions to the Scholarship of International Education: A Panel of Current Research*, NAFSA Region II Conference, October 2014
• Presentation - *Budgeting: Student Recruiting and Marketing*, Monterey Institute of International Studies Panelist for the International Education Management master’s program, September 2014
• NAFSA Region II Treasurer and NAFSA Region II Executive Team Member, January 2011 – December 2014

Andrew Janusz, International Student & Scholar Advisor
• Field Advocate- Sponsored Student Programs – Arizona International Educators
• Board Member & Secretary - Arizona Chapter Fulbright Association
• Keynote Speaker, “Best Sponsored Student Practices" - MCCCDC International Educators Meeting, Tempe, AZ
• Poster Presentation - NAJAH Conference, Abu Dhabi, United Arab Emirates & Kuwait City, Kuwait
• CIE 100 Instructor, Northern Arizona University
• Member, Academic Standards Committee, Northern Arizona University
• Member, Student Excuse/Holiday Committee, Northern Arizona University
Allison Ludlam, International Student and Scholar Services
- Participant in the NAFSA Leadership Academy Class 11
- Development of Digital Storytelling student organization for inbound and outbound study abroad students
- Member of NAU Welcome Week committee for annual planning of campus wide events
- Co-presenter at Arizona International Educators conference on Programing International Student Orientation

Christopher Maylard, Support Systems Analyst Sr
Training
- Attended Sunapsis and Studio Abroad HEUG conferences, participating in technical support and server design workshops
- Completed continuing professional training in server architecture and maintenance
- Completed continuing professional training in network architecture and maintenance

Kathleen McKeiver, Coordinator of International Student Academic Advising
- Chair—NACADA Global Engagement Commission
- Presenter: “What About Us? Developing a Transition Support Course for International Student.” NACADA International Conference—Melbourne Australia
- Reviewer—NACADA publication “Academic Advising Today”
- Reviewer—NACADA 2015 national conference proposals

Angela Miller, Assistant Director of Education Abroad
- Education Abroad Field Advocate, Arizona International Educators
- Presentation - Exploring Effective Internationalization through an Examination of Student Interaction, Global Learning Initiatives, and Gender and Administration, Consortium for North American Higher Education Collaboration Conference, October 8-9, 2014, Tucson, AZ.
- Presentation - Fortuitous Epiphanies: Discoveries that Emerge from doing Global Learning, Association of International Education Administrators Conference, February 15-18, 2015, Washington, DC.
- Presentation - Risk Management in Education Abroad, Arizona International Educators, March 6, 2015, Phoenix, AZ
- Completed the Northern Arizona University Leadership Program 2014-2015

George Omwandho, Assistant Director – International Student and Scholar Services
- NAFSA Annual Conference Participant- Immigration and Regulatory Issues, Boston, MA, May 2015
- Presentation: “Employment and Understanding Immigration Basics,” NAU April 2015
Daniel Palm, Director for Asian Academic Engagement
- Establishment and implementation of the 1+2+1 International Class at two partner universities in China.
- Presented at the Asian-Pacific Association for International Educators Conference held in Beijing, China.
- Complete brochure and marketing redesign in both Chinese and English.

Liliane Palm, Special Programs Coordinator
- Collaborative presentation – with Cultural Vistas, University of North Carolina and University of Waterloo at Global Internship Conference, June 2014.

Catherine Ribic, Director for International Student and Scholar Services
- NAFSA Trainer Corps Member
- Arizona International Educators, Leadership Team, Director at Large.

Lisa Richardson, Accountant
- Participated in the new International Women’s Club
- Hosted two Chinese visiting scholars
- Independently assisted Chinese visiting scholars with miscellaneous things that come up with they are in the U.S. (ex: registering children for school, shopping for school supplies, various banking questions, etc)
- Assisted/trained CEFNS business folks on NAU financial training for the Chongqing, China CUPT program.

Volunteerism
- Horses with Heart at Camp Soaring Eagle
- Jackpot Ranch
- Volunteered in China Valley for all chronically ill and/or disabled children

Aline Robinson, Sponsored Student Coordinator
- Guest Speaker – “Working with Brazilian Students” – NAU Program in Intensive English (Faculty and Staff), August 2014
- Event Organizer – Brazil Scientific Mobility Program Workshops at NAU – September, October and November 2014
- Presentation – “Best practices: Science mobility students at Northern Arizona University case study” – FAUBAI Conference, Brazil, April 2015
- Organizer – NAU International Women’s club, 2014 – present
- NAU Recruiting Training – Brazilian EducationUSA Roadshow in Belem, Belo Horizonte, Campinas, Fortaleza and Recife – Brazil, April 2015
- Presentation – “Brazilian Students: Welcome to NAU” - Federal University of Sao Joao Del Rei and Federal University of Viçosa, Brazil, May 2015
Dylan Rust, Director of Global Student Life
- Awarded two grants through Northern Arizona University Green Fund for the International Pavilion with a combined value of $191,361
- Led the NAU International House’s successful application to International Houses Worldwide, Inc. at the IHWW Executive Conference in Darwin, Australia
- Secretary and Executive Board Member – International Houses Worldwide, Inc.
- Vice-Chair – Northern Arizona University Service Professional Advisory Council
- Attended 2015 NAFSA Conference

Charity Thompson, Accountant, Associate
- Attended Region II NAFSA Conference in Bozeman, MT in Oct 2013
- Attended 2 Professional 2 day Development Trainings for WACUBO one in Seattle, WA in July 2014 & the other in Las Vegas in Oct 2014
- Attended 2 NAU PCard management conferences since I started

Tia Truss, International House Coordinator
- Earned master’s degree in Sociology from Northern Arizona University
- Earned master’s degree in Development Studies from the University of Botswana

Danielle Varnes, International Internships Coordinator
- Gilman Scholarship Committee Member, Fall 2014

Rachel Walker, International Admissions Counselor
- Presenter – Presented at the NAFSA Region II 2015 Conference: “Interested in furthering your career? NAFSA Academy!”, October 2014
- Speaker – University of Arizona, Department of German Studies’ Brown Bag Lunch Series, “Overview of Careers in International Education”, October 2015
- Training – Completed the NAFSA Academy Class 11, January 2015
- Committee Member – International Week Committee, Spring 2015
- Committee Member – International Student Scholarships Committee, Spring 2015
- Presenter/Panelist – “Making Students (and Parents) Feel Safe: How Do We Talk About Safety and Security On Campus?”, EducationUSA Forum, June 2015
- Webinar Host and Presenter – Hosted 52 virtual trainings and presentations for prospective and incoming students as well as domestic and international partners and counselors, 2014-2015

Bruce Wang, Assistant Director of China Initiatives
- Assisted in the establishment of the 1-2-1 International Class with Guangdong University of Finance & Economics
- Developed and delivered speeches on *International Student Success at NAU: The Difference that Matters* to students from GUFE, HQU, BISU etc. (In some cases, co-presented with an NAU professor)
- Assisted in the design and texts of new recruitment brochures in Chinese and English
- Appointed as an International Consultant for the School of Economics, Trade and Event Management at BISU

**Jiang Xia**, Student Recruitment and Retention Specialist Sr.

- Presentation of paper “Questions and Strategies of Internationalization of China’s Higher Education” at the 9th International Conference on China’s Development and Oversea Chinese Talents. June 12-15, 2014 at the Central China Normal University, China
- Presentation of paper “Haigui and the Transformation of China” at the 2014 International Conference on China Asia-Pacific Studies at National Sun Yet-sans University, Taiwan. November 13-15, 2014
- Essay Publication: “Haigui (Chinese Returnees) and the Transformation of China” (English version), National Sun Yet-sans University, Taiwan 2015

**Sky Yazzie**, Administrative Associate Training

- Completed Passport Program Managers Training and successfully conducted annual State Department passport agency audit

Volunteerism

- United Way of Northern Arizona, Pacesetter Committee Member